FIGURE 1. Framing Learning Targets from the Student's Point of View		
Guiding Question	Description for young students	Description for older students
What will I be able to do when I've finished this lesson?	I can decide when to use question marks.	I can explain the impact Ross Perot, a third-party candidate, had on the election of President Clinton.
What idea, topic, or subject is important for me to learn and understand so that I can do this?	To be able to do this, I must learn and understand that • Question marks come at the end of "asking" sentences. • Asking sentences begin with an asking word like *who*, *what*, *when*, *where*, *why*, or *how*.	To be able to do this, I must learn and understand • The characteristics of a third party candidate. • U.S. economic conditions in 1992. • Ross Perot's platform and financial resources.
What will I do to show that I can do this, and how well will I have to do it?	I will show I can do this by changing "telling" sentences into "asking" sentences.	I will show I can do this by writing an essay explaining three specific impacts Ross Perot had on the 1992 U.S. presidential election and supporting my points by documented facts from valid and reliable sources.

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